

OBJECTIVES: By the end of the lesson, pupils will be able to talk about experiences using *just*, *yet* and *already* and will have reviewed countries and nationalities.

● **TARGET LANGUAGE**

Key language: present perfect with *just*, *yet*, *already*; *euros*, *tidy* (v)

Revision: countries

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Warmer

- Elicit from pupils what the name of their country is and what other countries any of them have visited. Include countries that you have been to as well.

PB72. SHOW WHAT YOU KNOW! *What countries can you remember?*

- Write the word *Countries* on the board and draw a circle around it. Elicit the countries from the Warmer to start the mind map. Say *Show what you know ... about countries*. Brainstorm with the class all the country words that they know in two minutes and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

PB72. ACTIVITY 1. *Listen and tick (✓) the countries you hear.*

- Tell pupils to open their Pupil's Books at page 72. Focus pupils on the Activity 1 pictures. Elicit the names of the characters, where they are and what is on the screen in picture 3 (Ezine Winners). Focus pupils on the activity instruction and check understanding. Remind them they do the same as for the Show what you know in the previous units (tick off the words they hear in the Country mind maps in their notebooks).
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 4, 02

ALVIN: Shari, have you found any good photos?

SHARI: I've already found four, but I need two more. Have you written the article on Mexico yet?

ALVIN: I've started it, but I haven't finished it yet.

DAN: Alvin! Quick!

ALVIN: I've just tidied my desk. Be careful! I haven't saved the article yet.

DAN: They've just given the names of the competition winners. They're on the web. Got it! Right. Here's the ezine website.

SHARI: So ... have we won?

ALVIN: I can't see anything.

DAN: Look, we have to click that window. Alvin, leave your pencils and click the mouse.

DAN: Look, it says England! We've won!

ALVIN: Yesss!

DAN: Alvin – your pencils! You've just tidied them.

ALVIN: Pencils. What pencils? We've just won ten new computers for our school.

SHARI: Who else has won?

ALVIN: The other writers are from Spain, Japan, Greece and India.

SHARI: We're going to write for an international ezine, so we should find out more about different countries.

ALVIN AND DAN: Yeahhh!

Presentation

- Write the four sentences from the Look box on the board. Elicit / explain the meaning of each one. Draw pupils' attention to the fact that *yet* is only used in questions and negatives. Write other examples on the board, using *yet*, *already* or *just* and related to the classroom, e.g. *You haven't had your test yet. We've already started the lesson. You've just listened to the CD.* Elicit what tense is used each time. Pupils copy the examples.
- Focus pupils on the Look box.

PB72. ACTIVITY 2. *Listen again. Who said it?*

- Focus pupils on the Activity 2 instructions and read the sentences. Play the CD again. They write the names and check in pairs. Check with the class, playing the CD a third time if necessary. Check the concept of each sentence.

Key: 1 Shari 2 Shari 3 Alvin 4 Alvin 5 Dan 6 Dan

CD 4, 03

PB72. ACTIVITY 3. *Read and match.*

- Focus pupils on Activity 3. Do the first one with the class. Remind them to check the Look box. They match the sentences in pairs. Check with the class. Pupils write sentences in their notebooks.

Key: 1f, 2d, 3b, 4a, 5c, 6e

AB72. ACTIVITY 1. *Find two irregular past participles for each group of letters.*

- Focus pupils on the Look again box before they do the activities on the Activity Book page.

Key: 2 meant, met, 3 driven, drawn, 4 taught, taken, 5 thought, thrown, 6 brought, broken, 7 spoken, spent, 8 left, lost, 9 come, caught, 10 stolen, stood, 11 run, ridden, 12 got, gone

AB72. ACTIVITY 2. *Complete the sentences with verbs from Activity 1.*

Key: 2 gone, 3 begun, 4 spent, 5 come, 6 drawn

AB72. ACTIVITY 3. *Look at the picture. Write sentences.*

Key: 3 He's already made his bed. 4 He hasn't put on his shoes yet. 5 He hasn't had breakfast yet. 6 He's already put on his trousers.

AB72. ACTIVITY 4. *Write sentences about you today. Use 'already', 'yet' or 'just'.*

Key: Pupils' own answers

Extra activities: see page T127 (if time)

Ending the lesson

- Elicit the countries mentioned in the listening activity earlier in the lesson. Ask pupils what the nationality words are for each one.

OBJECTIVES: By the end of the lesson, pupils will have had more practice using *just*, *yet* and *already* for experiences and will have sung a song.

● **TARGET LANGUAGE**

Key language: present perfect with *just*, *yet*, *already*; *to pack*

Additional language: *The Opera House, Sydney, Sydney Harbour Bridge*

Revision: countries, names of towns, *something, lunchtime*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 6 Unit 8 Reinforcement worksheet 1* (page 65), *Unit 8 Song worksheet* (page 69) and / or *Kid's Box Interactive DVD 6: The music room* (pages 28–33)

Warmer

- Review *just*, *yet* and *already*. Write the three words on the board and say *Tell me about this morning up to now. Use these words.*

PB73. ACTIVITY 4. Read and complete.

- Tell pupils to open their Pupil's Books at page 73. Focus them on the song and the pictures for Activity 4. Elicit where the people are and what they're doing. Check they know what to do. Read through the words in the box with pupils and check understanding. They do the activity in pairs.

Key: 2 done, 3 put, 4 tidied, 5 played, 6 been, 7 bought, 8 packed

PB73. ACTIVITY 5. Listen and check. Sing the song.

- Play the CD for pupils to listen and check. Play the CD a second time if necessary. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries and ask the things the children have done and the things they haven't done, but need to do. Play the CD again, line by line, for pupils to repeat. Then play it again for them to sing along. When pupils are more competent, ask them to sing the song in groups with the karaoke version.

CD 4, 04

As in Pupil's Book and Key for Activity 4

CD 4, 05

Now sing the song again. (Karaoke version)

PB73. ACTIVITY 6. Read and choose the right words.

- Focus pupils on the Activity 6 text. Elicit what it is (an email), who wrote it (Emma) and who she wrote to (Sarah). Focus pupils on the activity instruction. Pupils read the text individually, circling the correct words in pencil. They then work in pairs, checking each one again. Remind them to think of the overall meaning of the text and of the sentences. Check with the class. Pupils write the complete corrected text in their notebooks.

Key: 1 for, 2 still, 3 just, 4 ever, 5 already, 6 yet, 7 since

PB73. ACTIVITY 7. Write the sentences. Put the words in the correct place.

- Focus pupils on the Activity 7 instructions and on the example. Pupils do the activity orally in pairs first. Remind them to check the Look box on page 72 for the word order. Check with the class. They write the sentences in their notebooks.

Key: 2 I haven't done my homework yet. 3 Have you spoken to your teacher yet? 4 We've just been to the museum. 5 They've already written the article. 6 He's just gone to school.

PB73. ACTIVITY 8. Guess and write an answer for each sentence. Ask and answer. How many of your guesses were right?

- Focus pupils on the activity instructions and check understanding, using the first prompt as an example. Think of an example (you can invent this if necessary), e.g. visit England, win a chess competition. Then ask if any other pupils have done the same thing. From their answers, you can say if your guess was right or wrong. Pupils do the activity individually, writing their guesses in their notebooks. Remind them to keep their secret. Pupils then go round the class asking the questions. After they have all asked their questions, they report back to see who had the most correct guesses.

AB73. ACTIVITY 5. Tick (✓) two more correct sentences. Correct two more sentences.

Key: 3 ✓, 4 I've lived here for ten years. 5 They've already seen that film. 6 ✓

AB73. ACTIVITY 6. What have they just done?

Key (possible answers): 2 's just won a prize. 3 've just seen a film. 4 's just bought a car. 5 've just eaten lunch. 6 's just had a shower.

AB73. ACTIVITY 7. Look at the Hirds' plans. Read and answer 'Yes, they have' or 'No, they haven't'.

Key: 2 Yes, they have. 3 No, they haven't. 4 No, they haven't. 5 Yes, they have. 6 Yes, they have.

Extra activities: see page T127 (if time)

Optional activities

- Unit 8 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 64 and 65).
- Unit 8 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 64 and 69).
- Unit 8 song and / or karaoke worksheet from *Kid's Box Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song again, adding new verses if you did Extra activity 1.

OBJECTIVES: By the end of the lesson, pupils will have read about different countries around the world and practised talking about nationalities.

● **TARGET LANGUAGE**

Key language: countries, nationalities, languages, *capital*

Additional language: *Hindi, Bollywood, Tour de France, Bach, Beethoven, Wagner*

Revision: continents

● **MATERIALS REQUIRED**

A map of the world, clearly showing countries in Europe
Extra activity 2: Reference materials on countries and their languages, the internet

Optional: *Kid's Box Teacher's Resource Book 6 Unit 8*

Reinforcement worksheet 2 (page 66)

Warmer

- Display the world map. Ask a pupil to come and point to where their country is and for others to name and point to other countries mentioned in this unit so far. Ask a pupil to point to Europe. Elicit some of the countries in Europe.

PB74. ACTIVITY 9. *Read and think. How many of these countries aren't in Europe?*

- Tell pupils to open their Pupil's Books at page 74. Focus them on the *Kid's Box* ezine and on the introductory text. Ask a pupil to read it aloud and elicit what the last ezine is going to be about (some of the countries in the competition). Focus pupils on the Activity 9 instructions and check they know what to do. Make sure they notice the countries and nationalities at the bottom of the text. Pupils read the text silently to find the answer. They check in pairs, coming up to look at the map from the Warmer if necessary. Check with the class. Check general comprehension by asking pupils to read each text aloud around the class. Encourage them to work out the meanings of the new words for themselves and to come to the board to find where countries are if they don't know. Read the countries and nationalities at the bottom of the ezine aloud for pupils to repeat after you.

Key: Three: India, Mexico and Brazil.

PB74. ACTIVITY 10. *Listen. Repeat the country and say the nationality.*

- Focus pupils on the Activity 10 instructions and on the example. Play the CD. Pause after each one for pupils to whisper the nationality to their partner. Play the CD again. Elicit a choral response each time.

Key: 2 Mexico. Mexican. 3 France. French. 4 Spain. Spanish. 5 Germany. German. 6 India. Indian. 7 Brazil. Brazilian. 8 Portugal. Portuguese.

CD 4, 06

1 Greece, 2 Mexico, 3 France, 4 Spain, 5 Germany, 6 India, 7 Brazil, 8 Portugal

PB74. ACTIVITY 11. *Read again and answer.*

- Focus pupils on the Activity 11 instruction. Tell them to answer the questions orally in pairs, checking back in the text to find the answers. Pairs check with pairs. Check with the class. They write full sentence answers in their notebooks.

Key: 1 It came from Mexico. 2 France gets the most visitors. 3 Brazil is the fifth biggest country. 4 Bach was from Germany. 5 They make films. 6 Greek gives us modern words.

AB74. ACTIVITY 8. *Label the car stickers with nationalities. Use the letters in the box.*

Key: 2 BR – Brazilian, 3 GR – Greek, 4 P – Portuguese, 5 IND – Indian, 6 F – French, 7 D – German, 8 MEX – Mexican

AB74. ACTIVITY 9. *What countries are these web pages from?*

Key: 2 Germany, 3 Spain, 4 France, 5 India, 6 Greece, 7 Portugal, 8 Mexico

AB74. ACTIVITY 10. *Read and answer.*

Key: 2 New Delhi, 3 Australia, 4 Athens, 5 Madrid, 6 Lisbon, 7 The USA, 8 Brasilia

Extra activities: see pages T127–128 (if time)

Optional activity

- Unit 8 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 64 and 66).

Ending the lesson

- Write some of the nationalities and countries on the board in jumbled letter form for pupils to unscramble.

OBJECTIVES: By the end of the lesson, pupils will have read more about countries and nationalities and had further practice with the present perfect.

● TARGET LANGUAGE

Key language: countries, nationalities, present perfect for experience, adverbs

Additional language: *Sorbonne University*

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 6 Unit 8 Extension worksheet 1* (page 67)

Warmer

- Call out a country or a nationality or a language. Pupils put their hands up to tell you the other two words, e.g. Teacher: *Greek!* Pupils: *It's the language people speak in Greece, and it's the nationality too.* Pupils can take turns to be the callers too. Do this with Pupil's Books closed.

PB75. ACTIVITY 12. *Listen and tick (✓) the countries you hear.*

- Tell pupils to open their Pupil's Books at page 75. Focus them on the Activity 12 table and on the instruction. Check they know what to do. Play the CD. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class.

Key: India, Mexico, Italy, Brazil, Greece, the USA

CD 4, 07

PRESENTER: Welcome to our show tonight. And here are our two contestants, Bill and Mary. Hello!

BILL: Hi!

MARY: Hello!

PRESENTER: OK. Now, as you know, in Round 1 I'm going to ask you some questions about different countries and cities. I'm going to start to spell a capital city. When you know the country, press the button, say the country and finish the spelling. The first to press their button answers the question. Are you ready?

MARY: Oh, yes.

BILL: Yes.

PRESENTER: Right. B-E-R-L ...

MARY: I think I know the answer. That's Germany. The capital of Germany is Berlin. B-E-R-L-I-N.

PRESENTER: That's right. The next question is easier. Who knows this one? R-O-M ...

MARY: I think that's Italy. Rome is the Italian capital. R-O-M-E.

PRESENTER: Excellent, Mary. Now, which is this? M-E-X-I ...

BILL: Ah, yes. This is interesting. It's Mexico. Mexico's one of only a few countries where the capital has the same name as the country. It's Mexico City. M-E-X-I-C-O C-I-T-Y.

PRESENTER: Well done, Bill. OK. Question number 4. N-E-W ...

BILL: Er, I think that's the USA. New York. N-E-W Y-O-R-K.

PRESENTER: No, I'm sorry. New York isn't the capital of the USA. I'll continue. N-E-W D-E ...

MARY: Is it the capital of India, New Delhi? N-E-W D-E-L-H-I.

PRESENTER: Yes, it is. That's right! OK, after four questions, Mary has three points and Bill has only one. And we have two more questions. First, A-T-H-E ...

BILL: Is that Greece? Athens is the capital of Greece. A-T-H-E-N-S.

PRESENTER: Yes, it is. Now for the final question of this round.

Which country has this capital? B-R-A-S-I ...

BILL: It's Brasilia. Brasilia is the capital of Brazil. B-R-A-S-I-L-I-A.

PRESENTER: That's right. So after Round 1, you both have ... three points!

PB75. ACTIVITY 13. *Listen again and write the capital cities.*

- Focus pupils on Activity 13. Give them time to guess the cities before they listen. Play the CD again. They check in pairs. Check with the class, playing the CD again.

Key: New Delhi, Mexico City, Rome, Brasilia, Athens

CD 4, 08

PB75. ACTIVITY 14. *Look and answer.*

- Focus pupils on the map for Activity 14 and elicit what it shows (part of Europe). Check they know what to do. They answer the questions orally in pairs. Check with the class.

Key: 1 Madrid, 2 Bern, 3 Athens, 4 Portugal, 5 Athens, 6 Seven

PB75. ACTIVITY 15. *Read and correct the sentences.*

- Focus pupils on the text for Activity 15. Elicit who it is about (Archie Mendes). Ask pupils to read the text aloud. Check vocabulary and comprehension. Pupils then work individually to correct the sentences. They check in pairs. Check with the class.

Key: 1 Archie's parents are Greek and Portuguese. 2 Archie speaks Greek, Portuguese, English and French. 3 He's spoken English since he was three. 4 He's studied in the capital of France for two years. 5 He's just helped some engineers to design a new car that goes on land and on water. 6 He's already been to India and Mexico but he hasn't been to Brazil yet. 7 He's only 12, but he's already helped to design a car and make a film. 8 He's just made a short video on free running.

AB75. ACTIVITY 11. *Complete the words with the groups of letters in the box. Use each group for only one pair of words.*

Key: 2 ey, 3 try, 4 any, 5 ch, 6 al, 7 tal, 8 sh, 9 th, 10 co

AB75. ACTIVITY 12. *Say the pairs of words in Activity 11. Do the letters sound the same in both words? Circle 'Yes' or 'No'.*

Key: 2 No, 3 No, 4 No, 5 Yes, 6 No, 7 No, 8 Yes, 9 Yes, 10 Yes

AB75. ACTIVITY 13. *Ask and answer. Write your friend's answers.*

Key: Pupils' own answers

AB75. ACTIVITY 14. *Write a report about international food that you and your friend have eaten.*

Key: Pupils' own answers

Extra activities: see page T128 (if time)

Optional activity

- Unit 8 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 64 and 67).

Ending the lesson

- With Pupil's Books closed, elicit what pupils can remember about Archie.

OBJECTIVES: By the end of the lesson, pupils will have practised using rising and falling intonation for lists and completed a communication activity.

● **TARGET LANGUAGE**

Key language: languages, cities

Revision: present perfect, dialogues

● **MATERIALS REQUIRED**

A set of cards from Photocopiable 8 (see page T118) copied onto thin card. You will need one card for each pupil. If you have an odd number of pupils, give two pupils the same cards. If you have more pupils than there are cards, photocopy additional cards as necessary.

Optional: *Kid's Box Teacher's Resource Book 6 Unit 8 Extension worksheet 2* (page 68)

Warmer

- Describe what you are wearing as a list of five items. Say e.g. *I'm wearing trousers, a sweater, earrings, socks and shoes.* Use the correct intonation (rising tone for the first four items, falling intonation for the last item in the list). Pupils try to repeat the list with the same intonation. Tell them they will be practising saying lists in this lesson.

PB76. ACTIVITY 16. Focus on phonics.

- Tell pupils to open their Pupil's Books at page 76. Focus them on Activity 16. Play the CD. Pupils repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct intonation. Repeat the rhyme once more as a class. In pairs, pupils practise the rhyme.

CD 4, 09

As in Pupil's Book

Photocopiable 8 (see pages T109, T118 and the notes below)

PB76. ACTIVITY 17. Ask and answer. Find your partner.

- Focus pupils on the Activity 17 instructions and on the example. Demonstrate the activity using four pupils. Select two pairs of matching cards from Photocopiable 8 (see page T118) and hand them out to the four pupils. Pupils don't show their cards to their friends. One pupil reads out a question; the other three read out their answers. The class decides which is the correct answer. The pupil with the correct answer then reads out his / her question and the other three read their answers. Again, pupils decide which is correct. Collect these four cards. Hand out cards to all the pupils in the class. The pupils have to find a partner whose card has the answer to their question and the question for their answer.

PB76. ACTIVITY 18. Answer the questions. Write about what you've done this year and in Unit 8.

- Focus pupils on the Activity 18 instructions and on the questions. Pupils ask and answer the questions in open pairs around the class. Generate a discussion if possible, with other pupils adding their (different) answers. Focus pupils on the example text. They write in their notebooks about what they've done. They swap notebooks with a partner and check each other's work. They then write a final version in their notebooks or on paper.

Key: Pupils' own answers

PB76. Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 4, 10

As in Pupil's Book

AB76. ACTIVITY 15. Complete the lists.

Key: 2 biscuits, 3 Science, 4 gold, 5 went, 6 wet, 7 keyboards, 8 torches

AB76. ACTIVITY 16. Listen, check and say.

CD 4, 11

1. Shirts, skirts, trousers and shorts.
2. Butter, jam, sauce, popcorn and biscuits.
3. English, Geography, Art, Maths and Science.
4. Leather, metal, wool and gold.
5. Lived, wanted, wished and went.
6. Sunny, cloudy, windy and wet.
7. Laptops, webcams, headphones and keyboards.
8. Tents, rucksacks, sleeping bags and torches.

AB76. ACTIVITY 17. Write these words in order of size from the biggest to the smallest.

Key: our solar system, Earth, continent, country, city, town, village, street

AB76. ACTIVITY 18. Read and complete Robert's form.

- Before pupils do the activity, focus them on the Write it right box and read it through with the class.

Key: Surname: SCHMIDT; Course: English; Date of birth: 15 JUNE 1996; Country of birth: GERMANY; Nationality: GERMAN; Address: 35 BEAR STREET, BERLIN; Post code: 10117; Telephone number: 689-730241

Extra activities: see page T128 (if time)

Optional activity

- Unit 8 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 64 and 68).

Ending the lesson

- Do the chant from the beginning of the lesson again.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story, *fields, Interpol*

Revision: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 6 Unit 8 Topic worksheet (page 70)*

Warmer

- Divide the class into eight groups. Give each group an episode of the story to look at again. Elicit the summary of the story from each group in order.

PB77. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 77. Focus them on the story and elicit why Iyam is angry in the first frame. Set the gist questions: *Do they find the gold? What treasure do they find? Who else has got a mobile phone?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (No, Corn, Diggory). Play the CD again. Pupils listen and read. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What was special about the caves in Balankanche? How did the Aztecs and Mayas water their fields? Is corn eaten everywhere in the world? Who arrived to save Diggory and Emily? How did they find them? What happened to Iyam and Richard?*

CD 4, 12

As in Pupil's Book

AB77. ACTIVITY 19. Read and answer.

Key: 2 It's been open for about forty years. 3 They used underground rivers. 4 They've wanted them for three years. 5 They are going to give it back to the museum. 6 He used a mobile phone.

AB77. ACTIVITY 20. Do the Mayan quiz. True (T) or False (F)?

Key: Answers are on the Activity Book page.

AB77. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 just; 3 capital; 4 Spanish; 5 German, French, Spanish; 6 nationality

AB77. CAN DO.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about what has already happened or just happened and what hasn't happened yet. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about different countries and nationalities. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the forms they completed.

- *Say Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T128 (if time)

Optional activity

- Unit 8 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 64 and 70).

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about the origins of the English language and completed a timeline.

● **TARGET LANGUAGE**

Key language: *invade, Romans, Roman, Latin, Angles, Saxons, Jutes, Vikings, Normans, Arabic, Cyrillic, Latin expressions, Roman numbers*

Additional language: *Devanagari*

Revision: countries, nationalities, large numbers, *timeline*

● **MATERIALS REQUIRED**

Optional: *Kid's Box 6 Language Portfolio* page 13

Warmer

- Elicit from pupils how many English words they think they have learnt this year. Write their estimates on the board, from the highest to the lowest.
- Tell pupils to open their Pupil's Books at page 78. Tell them to quickly look at the text and find the answer to the question in the Warmer (more than 1,140). Discuss how close or far this is from their estimates.

PB78. FACT

- Focus pupils on the top of the page. Ask a pupil to read the fact to the class. Elicit if pupils had realised this (they may have, through making mistakes in their writing!).

PB78. ACTIVITY 1. Read and answer.

- Focus pupils on Activity 1 again. Ask a pupil to read the second question aloud. Pupils read the text quickly and silently to find the answer. They compare their information in pairs. Check with the class (from the Angles; it was called Engaland). Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of any new or unfamiliar words. Focus pupils on the section in the box headed *What do you think?* Ask a pupil to read it aloud. Then elicit if there are any words in their language that they know come from other languages.

PB78. ACTIVITY 2. Listen and find the words.

- Focus pupils on the Activity 2 instruction and check they know what to do (find the words in the text when they hear the definitions). Remind them to whisper / point to the word the first time they listen. Play the CD. Pause after each one to give pupils time to process the information and to find the relevant information in the text. Pupils whisper / point. Play the CD again and check with the class. Elicit corrections for each one.

Key: 1 pizza, pasta; 2 leg; 3 kitchen; 4 mirror; 5 karate, judo; 6 window

CD 4, 13

1. Two food words which come from Italian.
2. A Viking word which is a part of the body.
3. An Old English word for somewhere we can cook.
4. A French word for something we use to look at ourselves.
5. Two words for different Japanese sports.
6. A Viking word for something in a house which we can look through.

AB78. ACTIVITY 1. Complete the text with words from the box.

Key: 2 started, 3 years, 4 people, 5 important, 6 Chinese, 7 Russia

AB78. ACTIVITY 2. Read again and answer.

Key: 2 Two thousand seven hundred years old. 3 More than two billion. 4 The Devanagari alphabet. 5 The Cyrillic alphabet. 6 About 300 million people.

AB78. ACTIVITY 3. Where are these English words from? Label the map.

Key: 2 chocolate, 3 opera, 4 athlete, 5 karate, 6 kangaroo, 7 kiwi

AB78. ACTIVITY 4. Think of a word from your language that you would like to give to English. Write a letter to a dictionary writer saying why they should add this word to the dictionary.

Key: Pupils' own answers

Extra activities: see page T128 (if time)

Language Portfolio

- Pupils complete page 13 of *Kid's Box 6 Language Portfolio* (At the travel agency).

Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read more about language and languages and completed a project.

● **TARGET LANGUAGE**

Key language: languages, prefix, suffix, telescope, television, teletext, telephone, root word, mega-, tri-, bi-

Revision: adjectives, countries, nationalities

● **MATERIALS REQUIRED**

Books and encyclopaedias, newspapers and magazines, scissors, card, large sheets of paper

Optional: *Kid's Box Interactive DVD 6: The computer room* 'Race to the top' game

Warmer

- Elicit from pupils some of the English words from the previous lesson, that come from other languages. They try to remember their derivation and the language they came from.

PB79. ACTIVITY 3. *Read and label the pictures.*

- Tell pupils to open their Pupil's Books at page 79. Focus them on the activity instructions and check they know what to do. They read the text individually and label the pictures. Check with the class. Tell pupils that English uses lots of prefixes and suffixes (these come at the beginning and end of words) and that they are going to find out about some of them in this lesson.

Key: 2 television, 3 telescope, 4 microphone

PB79. ACTIVITY 4. *Complete the table. Answer the questions.*

- Focus pupils on Activity 4 and on the words at the top of the table. Ask a pupil to read them aloud. Tell pupils that these words can all have prefixes which change their meaning. Elicit new words for any of them using the prefixes. Do the activity as a class, encouraging pupils to guess what added meaning each prefix gives. Provide answers for any they don't know. Elicit if they know other words with these prefixes. Discuss question 2 with the class. Elicit words they can think of with 'un-'.

Key: supermarket, superhero, superstar, tricycle, triangle, microscope, microchip, photograph, photocopy, megastar, underground

PB79. PROJECT. *Make a poster about your language.*

- Tell pupils that for today's project they are going to make a poster about their language. Read through the project information with the class. Check pupils understand what to do. They work in groups of three or four. They need to:
1) research the loan words in their language and write small texts about each group of words; 2) draw a map; 3) combine the map and the texts on a piece of card. Remind pupils to follow the instructions carefully and to use the questions to help them. Monitor and check / help where necessary. Pupils collate their information onto a poster and display it for the class.

AB79. ACTIVITY 5. FLYERS Reading and Writing, Part 7.

Read the diary and write the missing words. Write one word on each line. [YLE]

- Tell pupils to open their Activity Books at page 79. Read the activity instructions and make sure pupils realise they need to use just one word in each space. Pupils read and complete the text individually, then compare answers in pairs. Check with the class. Go through any new vocabulary.

Key: 1 France, 2 speak / understand, 3 went, 4 took, 5 going / planning

Extra activities: see page T128 (if time)

Optional activity

- 'Race to the top!' game from the *Kid's Box Interactive DVD 6 (The computer room section)*. See pages 34 and 35 of the Teachers Booklet for the Interactive DVD.

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and completed a writing and a listening activity.

● **TARGET LANGUAGE**

Key language: language and vocabulary from Units 7 and 8

● **MATERIALS REQUIRED**

Select words from Units 7 and 8: as many as there are pupils in your class. Write each one on a small piece of card.
Optional: *Kid's Box 6 Language Portfolio* page 7

Warmer

- Hand out the word cards to pupils. Tell them to keep them secret. Give pupils a few minutes to think of a definition for their word. Pupils do a mingling activity. They go around the class, making pairs and telling each other their definitions for their partner to guess.

PB80. ACTIVITY 1. *Sarah is talking to her friend, William. What does William say? Read the conversation and choose the best answer. [YLE]*

- Tell pupils to open their Pupil's Books at page 80. Focus them on the activity instructions and check they know what to do. Remind them to look at the sentences before and after the gaps when they are deciding what fits there. Pupils complete the activity individually. They check in pairs once they have finished. Check with the class.

Key: 2H, 3E, 4C, 5F, 6A

PB80. ACTIVITY 2. *Listen and draw lines. There is one example. [YLE]*

- Focus pupils on the Activity 2 instruction and check they know what to do. Remind them to listen the first time and then draw in the lines the second time they hear the CD. Play the CD. Pupils listen and think, processing the information they need. Play the CD again. Pupils draw in the lines as they listen. They check in pairs. Check with the class.

CD 4, 14

BETTY: Dad! Come and look at this.

DAD: What is it, Betty?

BETTY: It's my school photo. Look. That's me.

DAD: Oh, yes. I can see you. You're wearing your favourite striped tights and your pink dress.

BETTY: That's right.

DAD: Who's the girl next to you?

BETTY: Which girl do you mean?

DAD: Sorry. There are two, aren't there? The one who's smiling.

BETTY: Oh, that's Emma. She's always smiling. She's really happy.

DAD: Who's the very tall boy? Look. He's standing near the end.

BETTY: Next to the teacher?

DAD: That's right.

BETTY: That's Harry. He's a really good friend.

DAD: OK. So who's the boy in front of the teacher?

BETTY: The boy with the short dark hair is David.

DAD: Where's your friend Katy, then?

BETTY: Oh, she's standing at the back. Can you see her, behind me?

DAD: Is she wearing a jacket with a big pocket on it?

BETTY: No. She's standing next to that girl. She's got long blonde hair now.

DAD: OK. I can see her now. And who's that boy holding a book?

BETTY: Oh, that's Michael. He loves reading. He always carries a book.

DAD: That's good.

BETTY: Yes, and he's very funny too.

AB80. ACTIVITY 1. *Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. [YLE]*

Key: 1 capital, 2 Paris, 3 pockets, 4 belt, 5 same

AB80. ACTIVITY 2. *Now choose the best name for the story.*

Key: The latest fashion

AB80. ACTIVITY 3. *Read and match the jokes.*

Key: 2g, 3e, 4i, 5b, 6h, 7a, 8j, 9f, 10c

Extra activities: see page T128 (if time)

Language Portfolio

- Pupils complete page 7 of *Kid's Box 6 Language Portfolio (My learning diary: What have you learned in class?)*.

Ending the lesson

- Elicit any jokes pupils can remember from *Kid's Box 6*. They tell them to the class.

